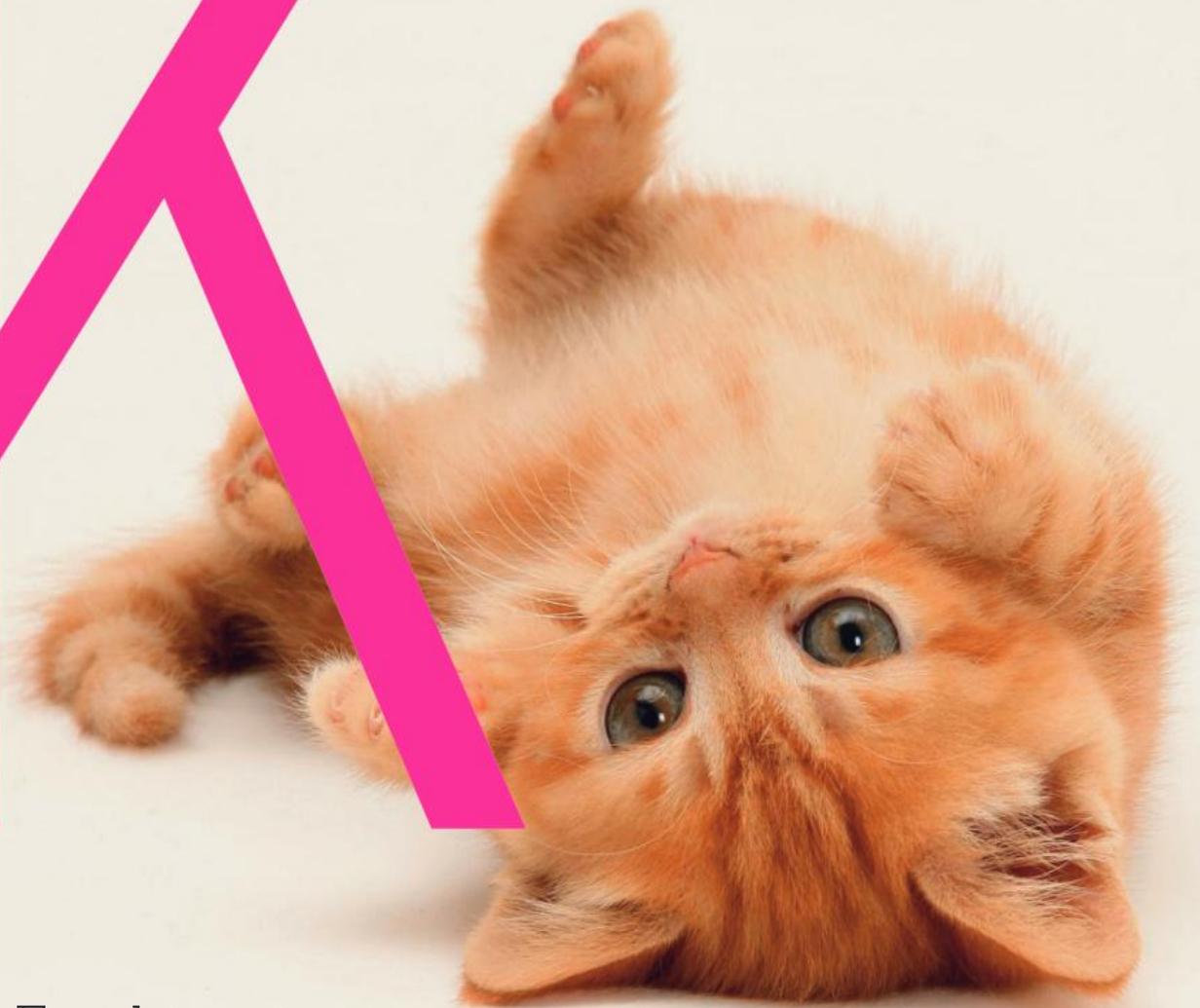


# Oxford **Mathematics**

Primary Years Programme



Annie Facchinetti

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## To the teacher

*Oxford Mathematics PYP* provides students with guided and independent work to support mathematical skills and understandings, as well as opportunities for problem-solving in real-world contexts. Teachers will find the supporting materials clear, comprehensive and easy to use. While the series offers complete coverage of the PYP mathematics scope and sequence, teachers can also use the topics that fit well with other areas of work to support student learning across the PYP curriculum.

## Student Books

Each topic features:

- **Guided practice** – a worked example of the concept, followed by the opportunity for students to practise, supported by careful scaffolding
- **Independent practice** – further opportunities for students to consolidate their understanding of the concept in different ways, with a decreasing amount of scaffolding
- **Extended practice** – the opportunity for students to apply their learning and extend their understanding in new contexts.

## Differentiation

Differentiation is key to ensuring that every student can access the curriculum at their point of need. In addition to the gradual release approach of the Student Books, the Teacher Books help teachers to choose appropriate pathways for students, and provide activities for students who require extra support or extension.

# Oxford Mathematics

Primary Years Programme

# K

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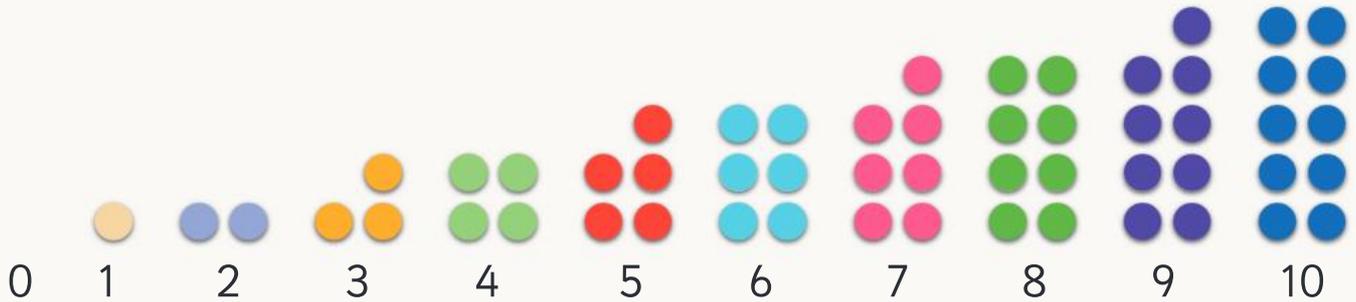
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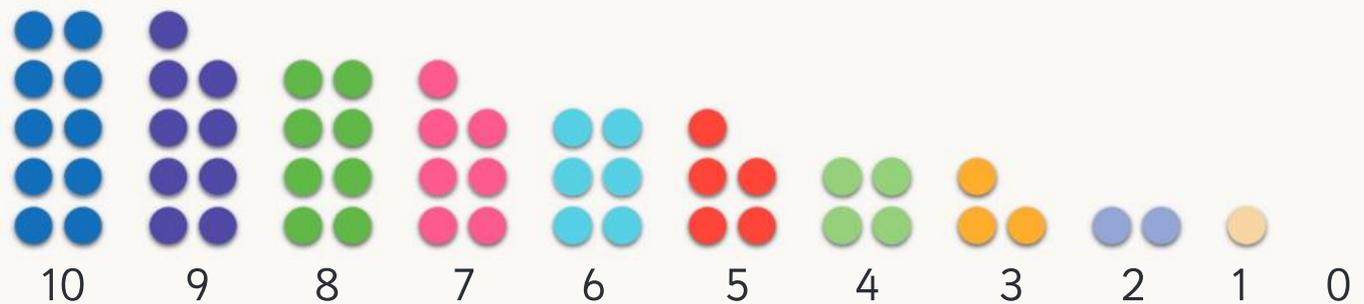
# UNIT 1: TOPIC 1

## Numbers 0 to 10

Count on.



Count back.



What number comes after 10?



### Guided practice

1 Trace the numbers.

a



b



## Independent practice

1 Copy the numbers.

a

0	1	2	3	4	5	6	7	8	9	10

b

10	9	8	7	6	5	4	3	2	1	0

2 Fill in the gaps.

a

0	1	2			5				9	
---	---	---	--	--	---	--	--	--	---	--

b

10	9	8		6			3			
----	---	---	--	---	--	--	---	--	--	--

c

4	5	6				10
---	---	---	--	--	--	----

3 What comes after?

a 1

b 2

c 4

d 5

e 7

f 9

Which number is the biggest?



4 What comes before?

a  2

b  4

c  5

d  7

e  9

f  10

5 What comes before and after?

a  2

b  8

c  5

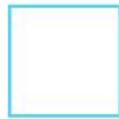
d  7

e  6

f  9

## Extended practice

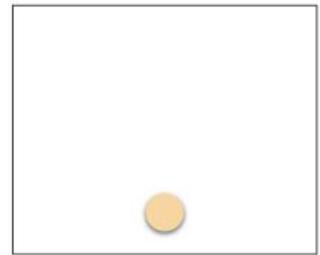
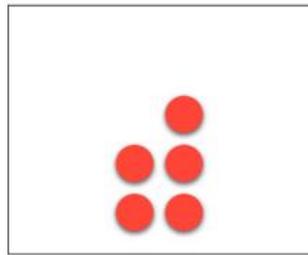
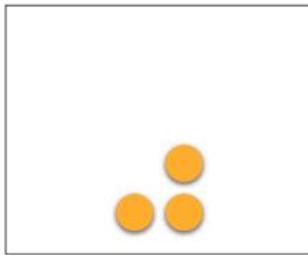
1



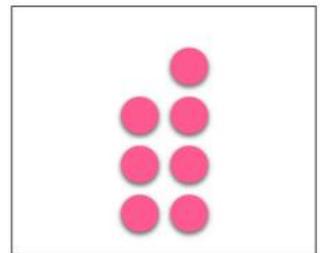
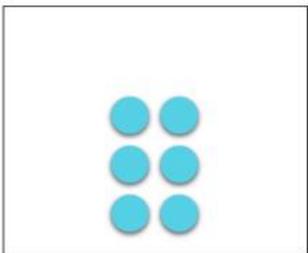
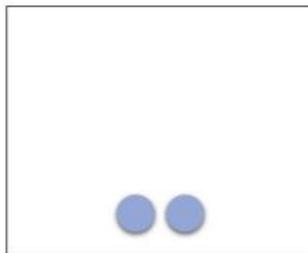
- a Number the carriages 0 to 4.
- b Draw the matching number of people.

2 Circle the group of:

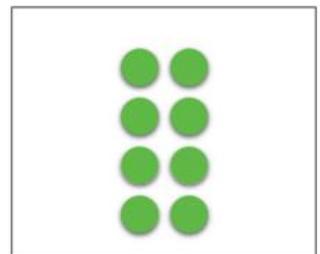
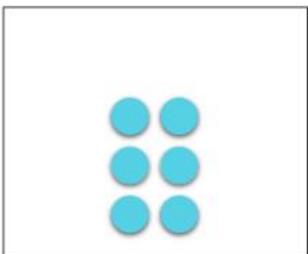
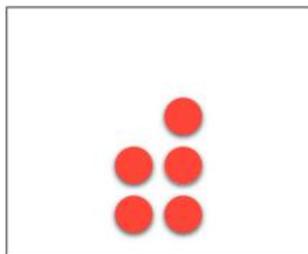
a 3.



b 6.



c 8.



# UNIT 1: TOPIC 2

## Counting to 10



1 cat



4 cats



7 cats

Which box has the most cats in it?



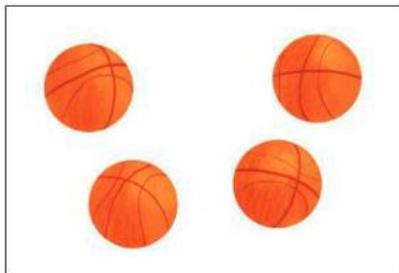
### Guided practice

1 Match the number to the objects.

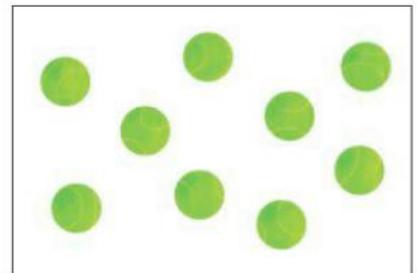
a



4



2



9

b



7



5



6

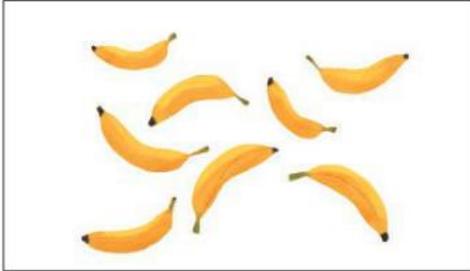
Which number is the biggest?



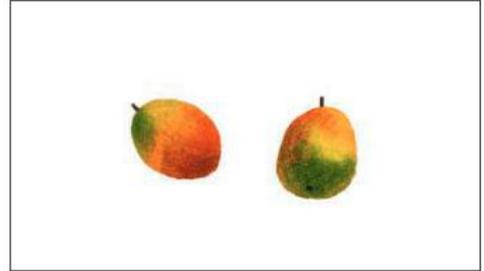
## Independent practice

1 Count how many.

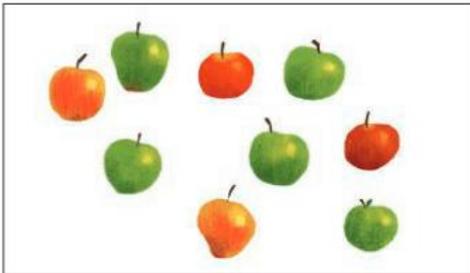
a



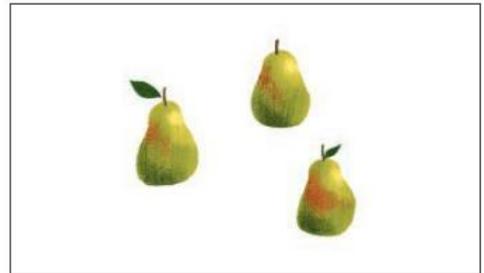
b



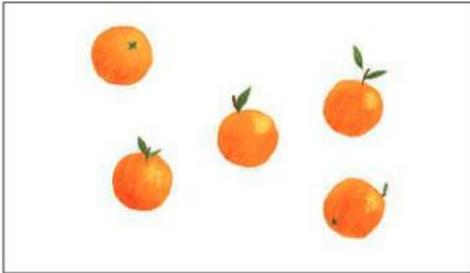
c



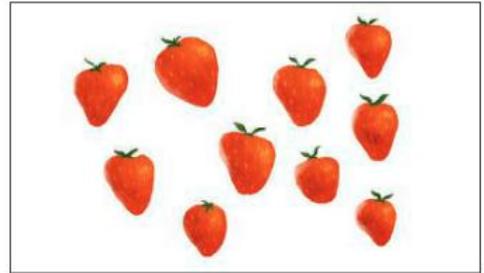
d



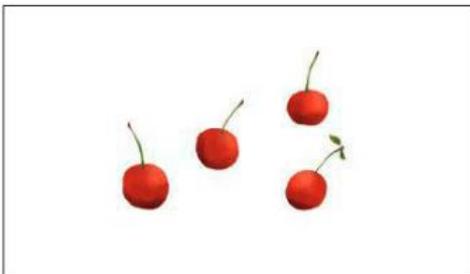
e



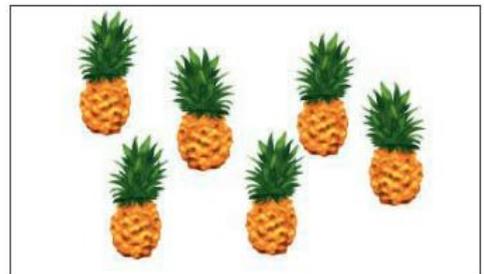
f



g



h



2 Draw:

a 7 pencils.



b 3 stars.



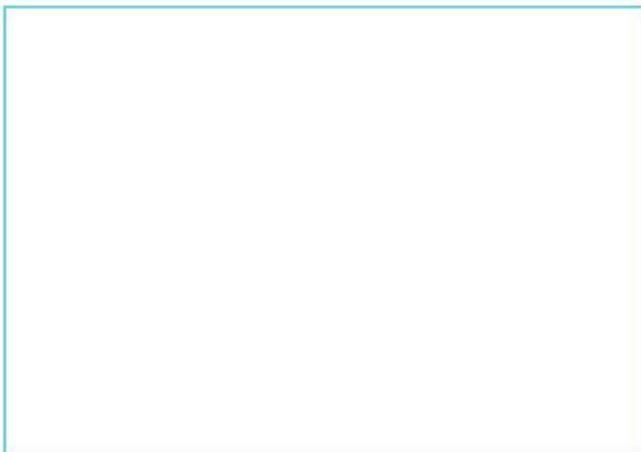
c 5 squares.



d 10 circles.



e 4 books.



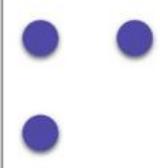
f 6 faces.



## Extended practice

1 How many dots?

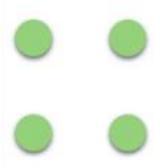
a

	
---	--

b

	
---	--

c

	
--	---

2 Draw dots to match the numbers.

a

--	--

5

b

--	--

9

c

--	--

2

3 Order from smallest to biggest.

a

<input type="text" value="4"/>	<input type="text" value="7"/>	<input type="text" value="3"/>	<input type="text" value="5"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

b

<input type="text" value="10"/>	<input type="text" value="1"/>	<input type="text" value="6"/>	<input type="text" value="8"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

What's the biggest number you know?



# UNIT 1: TOPIC 3

## How many?



4

is the same number as



4



If I take away 1 hat, which group will have more?

### Guided practice

1 a How many?

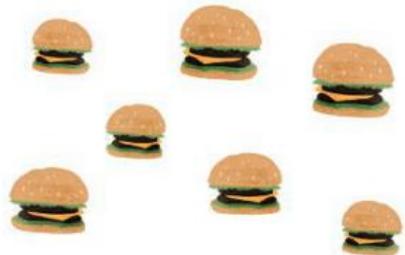


b Are the groups the same size?

Yes

No

2 a How many?



b Are the groups the same size?

Yes

No